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ABSTRACT

The purpose of the Career Education Personnel Model (CEPM) was to develop competency-based models for the preparation and training of education personnel (K-12) who will plan and implement career education programs at the local level. The CEPM staff identified educational personnel competencies essential to local career education programs by interviewing over 100 educational practitioners in the 18 selected local career education programs. The list of 2,025 statements obtained from the interviews and literature were combined, resulting in a list suitable for refinement and validation purposes. The final validation procedure involved a sample of 436 educational personnel (K-12). Each respondent rated each competency as to importance for an educator in his/her respective position to possess regarding the implementation and planning of a career education program at the local level. After the final competency list was determined for each of the training models, the CEPM staff interviewed over 80 practitioners (K-12) to expand each competency into a practical context. This context was designed to suggest practical ideas, especially for educational personnel in the planning stage and preliminary implementation stage of career education. There were 12 competencies validated for all nine groups, thus creating the tenth training model or comprehensive training model. The findings, which consist of validated competencies and related performance criteria, are presented in 10 individual education personnel models and are designed to serve as guidelines for inservice and preservice training programs. (Author/CJ)

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Final Report
Project No. 8082-C

CAREER EDUCATION PERSONNEL MODEL

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February, 1974

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CAREER EDUCATION PERSONNEL MODEL

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PURPOSE

The major purpose of the Career Education Personnel Model (CEPM) was to develop competency-based models for the preparation and training of education personnel (K-12) who will plan and implement career education programs at the local level. These models were developed by identification and validation of necessary knowledge and skills (competencies). The competencies were organized to serve as guidelines for preservice and inservice educational programs.

PROCEDURE

An extensive review of the current literature was conducted to identify the personnel pedagogical competencies required for teachers, counselors, and administrators (K-12) to plan and implement traditional educational programs.

The CEPM staff identified educational personnel competencies essential to local career education programs by interviewing over one hundred educational practitioners in the eighteen selected local career education programs. These

practitioners consisted of elementary, middle, and secondary personnel. The list of 2,025 statements obtained from the interviews and literature were combined, resulting in a list suitable for refinement and validation purposes.

The final validation procedure involved a total sample of four hundred thirty-six educational personnel (K-12). Each respondent was asked to rate each competency as to importance in ability for an educator in their respective position to possess regarding the implementation and planning of a career education program at the local level. After the competency list had progressed through the final validation phase and thus the competency list determined for each of the training models, the CEPD staff interviewed over eighty practitioners (K-12) to expand each competency into a practical context. This context referred to as performance criteria, was designed to suggest practical ideas, especially for educational personnel in the planning stage and preliminary implementation stage of career education.

FINDINGS AND CONCLUSIONS

All competencies receiving a mean score of 3.0 or higher (important or very important) from final validation respondents representing each of the nine groups (teachers, counselors, administrators (K-12) were listed and thus selected as the competencies for each of the nine training models. There were twelve competencies validated for all nine groups; thus,

comprising the tenth training model or comprehensive training model. There were twenty-eight validated for elementary teachers, thirty-six competencies validated for middle or junior high teachers, forty-four competencies validated for secondary teachers, thirty-eight competencies validated for elementary counselors, forty-seven competencies validated for middle or junior high counselors, forty competencies validated for secondary counselors, forty-two competencies validated for elementary administrators, thirty-three competencies validated for middle or junior high administrators, and thirty-four competencies validated for secondary administrators. The findings which consist of validated competencies and related performance criteria, are presented in ten individual education personnel models and are designed to serve as guidelines for inservice and preservice training programs.

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PREFACE

Career education emphasizes self-awareness, career decision making, and recognition of alternative career choices. The teacher, counselor, and administrator must recognize that necessary instructional changes and/or reemphasis are needed for the implementation of career education.

The purpose of the project was to identify pedagogical competencies which would help teachers, counselors, and administrators plan and implement career education.

The Career Education Personnel Model was a project funded by the Michigan Department of Education and administered through the School of Education at The University of Michigan.

The project staff would like to acknowledge the services and contributions of all educators who assisted in completing the project goals and objectives.

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INTRODUCTION

Career education appears to have captured a major portion of attention at the United States Office of Education as well as at the state and local levels of education. Former Commissioner of Education, Sidney P. Marland, Jr. (1971) stated that: "Career education is an absorbing topic at the Office of Education...." Marland (1972) further stated: "Career education seems already to have beginnings of a National movement." Marland directed the Office of Education research staff to give major emphasis to the design of a workable system of career education.

The concept of career education, as stated by Deputy Commissioner William F. Pierce (1973), is

...to reform and refocus education so that what is taught in the classroom has a clear, demonstrable bearing on the student's future plans whether these plans be to find a job immediately, to go on to college or graduate school, or some other form of advanced training, or to enter the world of work for a time and then return to education.

A major component of this educational reform process was described by Pierce (1973) as having "...to do with the role of teachers (educational personnel) and the preparation they receive at our teacher training institutions."

Educational personnel are currently expressing desires for training in the area of career education. The training process is complex, yet there appears to be a supply of pertinent knowledge and skills which, when identified and validated, will be valuable aide to those who will plan and implement career education programs.

The State of Michigan was an early advocate of the concept of career education. Aware of the impact that career education would have on the education profession, not only at the federal level, but also at the state and local levels, the State of Michigan gave a top priority in research to the concept of career education. Since immediate research in career education would serve all students involved in education, the School of Education at The University of Michigan responded to the urgent need in educational reform by proposing, and successfully completing, the Career Education Personnel Model (CEPM).

This revolutionary concept in education was introduced to educators in the fall of 1971 by Sidney P. Marland, Jr., soon after his appointment to the office of United States Commissioner of Education. Also in the fall of 1971, the idea of the CEPM was solidified and proposed to the Michigan Department of Education. Final approval was received by the School of Education in 1972 to proceed with the designed purpose of the CEPM.

PURPOSE OF THE PROJECT

The major purpose of the Career Education Personnel Model (CEPM) was to develop competency-based models for the preparation and training of educational personnel who will plan and implement career education programs at the local level. These models were developed by identification and validation of necessary knowledge and skills (competencies). The competencies were organized to serve as the basic framework for preservice and inservice educational programs.

The specific objectives were:

1. Develop a system for the organization and priority assignment of competencies.
2. Identify and validate the competencies required.
3. Develop a comprehensive competency-based model designed to support educational programs that provide a general awareness and orientation to career education.
4. Develop specialized competency-based models designed to support educational programs in the training of teachers, counselors, and administrators in the kindergarten through twelfth grade educational setting.
5. Identify the criteria to support the need for each competency.

PROCEDURES

Staff Training

The project staff members were given approximately forty hours of inservice training to orient them to the concepts of career education, interviewing techniques, and competency identification.

Third Party Evaluation

A third party evaluation contract was approved and signed. Third Party evaluators made on-site visitations pertaining to the CEPM on April 19, 1973, June 11, 1973, July 20, 1973, October 3, 1973, and December 11, 1973.

Offices of Research Services Review

Personnel from the Offices of Research Services, School of Education, provided additional advice to the CEPM staff about research design, procedures, and data analysis. With their guidance, the data were punched onto IBM cards and analyzed at the Computing Center, University of Michigan.

School Identification for Data Collection

A copy of the Current Report on Career Development Projects 1972-1973 (working draft) was secured from the Michigan Department of Education. The purpose of this directory was to identify career development projects

operating during that year which were funded wholly or in part through the Michigan Department of Education or for whom that Department had monitoring responsibilities. An abstract was provided for each project listed in the directory.

From this Directory, the CEPD staff selected ten school systems based on the following criteria:

1. Clearly had a project under way in career education.
2. At least one academic year of experience pertaining to this career education project.
3. The project involved one or more education functional area(s): elementary, middle, and secondary.

As data were being collected from education practitioners in the original selected school systems, additional school systems were recommended to the staff members for possible sites for data collection. Thus, data were collected from selected educational practitioners representing a total of eighteen school systems (see Appendix A).

Data Collection

An extensive review of the current literature was conducted to identify the personnel pedagogical competencies required for teachers, counselors, and administrators to plan and implement traditional educational programs.

After a school was identified, and selected based on the stated criteria, the school administrator and career education project director or equivalent person were contacted. The staff explained the goals and objectives of the CEPM and stressed the importance of interviewing the practitioner actually involved in the planning and implementing of the career education project in that particular school. Through this contact, approval to interview the selected practitioners was secured. The practitioners were selected on the basis of the recommendation of the local career education project director.

After administrative approval was secured from the respective schools, the CEPM staff identified education personnel competencies essential to local career education programs by interviewing over one hundred educational practitioners in the eighteen selected career education programs. These practitioners consisted of elementary school personnel, middle school personnel, secondary school personnel, counseling and guidance personnel, and administrative personnel. Statements obtained from the interviews and literature were combined, resulting in a list suitable for refinement purposes.

Data Refinement

A procedure to refine the competency statements was developed. The data collected by the staff were solidified

to comprise a list of 2,025 statements. These statements were typed on individual note cards. The CEPM staff refined the 2,025 statements based on the following criteria:

1. Removing and combining duplicate statements.
2. Removing global statements.
3. Removing incoherent statements.
4. Removing non-pedagogical statements.

The second stage of the refinement process consisted of:

1. Securing a copy of Career Education Categories for Classifying Career Education Competencies (see Appendix B) from the Michigan Department of Education.
2. Evaluating the existing competency statements to make sure each of the classifying categories was accurately fulfilled by the existing list from stage one of the refinement process.

The results of stages 1 and 2 comprised a list of ninety educational personnel competencies for teachers, counselors, and administrators. Stage 3 of the refinement process consisted of revising the ninety competencies for technical completeness based on the following criteria:

1. A terse, direct statement.
2. Present tense statement.
3. Each statement singular in nature.
4. An action verb at the beginning of each statement.

A total of thirty-three action verbs were used in the list of refined competencies.

Prevalidation of Competencies

The staff asked nine leaders in career education (see Appendix C) to serve as prevalidators for the CEP. These leaders were selected on the following criteria:

1. Personnel involved in career education for a minimum of one year.
2. Personnel with career education competence representing the career development and preparation phases of career education.
3. Personnel with career education competence in positions of career education project directors, teachers, counselors, and administrators.

The program for prevalidating session was outlined for the career education leaders (see Appendix D). The leaders were asked to respond to the ninety refined educational personnel competencies three individual times. The first time they were to rate each competency on a four-point scale as to importance for a teacher to possess; the second time, rate each competency on the same four-point scale as to importance for a counselor to possess; and the third time, rate each competency on the same four-point scale as to

importance for an administrator to possess in order to plan and implement a career education program at the local level. The purpose of this procedure was to further refine the competencies and to give preliminary validation to the competencies. The leaders were also asked to add any competencies they felt were very important for a teacher, counselor, or administrator to possess respectively, that were not on the existing list of competencies. They were also asked to change any wording for clarity and conciseness.

After the leaders responded to the ninety competencies on the three instruments (see Appendix E), the results were tallied for verbal discussion among the leaders and the CEPD staff. The result of each competency rating from each of the three instruments was reanalyzed in the verbal discussions. If there was any question about the overall response concerning any individual competency, the group would respect the opinion of the group members with the recognized expertise in the questioned functional area (teacher, counselor, and administrator). A verbal consensus was made from the members of the group pertaining to each competency and each of the respective instruments prior to the adjournment of the pre-validation session. Results from the prevalidation sessions are in Appendix F. There were thirty-five core competencies that the leaders felt were very important for teachers, counselors, and administrators. Of the ninety original competencies, the leaders felt that sixty were very important

for teachers to possess. They also added three additional competencies for a total of sixty-three teacher competencies. Of the ninety original competencies, the leaders felt seventy-five were very important for a counselor to possess. They added two additional ones for a total of seventy-seven counselor competencies. Of the ninety original competencies, the leaders felt sixty-four were very important for administrators to possess. Again they added two additional competencies for a total of sixty-six administrator competencies.

Final Validation

The pre-validation response pertaining to teachers, counselors, and administrators respectively was used to construct the final validation instruments. Thus, the instrument for the teachers consisted of sixty-three pedagogical competencies; the instrument for the counselors consisted of seventy-seven pedagogical competencies; and the instrument for the administrators consisted of sixty-six pedagogical competencies (see Appendices G, H, and I).

Career education project directors or equivalent personnel from seven school districts were asked to assist the CEPD staff in securing personnel for the CEPD staff to involve in the final validation procedure. These project directors represented school districts that met the criteria for the prevalidation selection and were within a practical driving range of The University of Michigan. The following school

districts were selected and participated in the final validation procedure:

1. Calhoun County Intermediate School District
2. Ann Arbor Public Schools
3. Ingham County Intermediate School District
4. School District of City of Pontiac
5. Warren Consolidated Schools
6. Royal Oak Public Schools
7. Coloma Community Schools

A total sample of four hundred thirty-six education personnel were selected to participate in the final validation procedure from the seven school districts. They were selected on the following criteria:

1. Personnel involved in career education for a minimum of one year.
2. Personnel recommended by the career education director or equivalent person in the respective selected school sites.
3. Personnel with career education competence representing the career development and preparation phases of career education.
4. Personnel with career education competence representing the various grade levels or functions in the school system K-12.

To perform the final validation procedure of the CEPM, on August 10, 1973, respective instruments were sent to the home addresses of the teachers, counselors, and administrators of the final validation sample (see Appendix G, H, I). A cover letter was also sent (see Appendix J) with each instrument explaining the objectives of the CEPM and how the response to the instrument would be utilized for successful completion of the CEPM. Also, a copy of the ten Career Education Categories for Classifying Career Education Competencies (see Appendix B) and a copy of the directions (see Appendix K) were sent with each instrument. The directions requested each respondent to rate, on a four-point scale, each competency as to importance in ability for an educator in their respective position to possess regarding the implementation and planning of a career education program at the local level. The four-point scale was as follows:

1. Unimportant - ability to perform this competency is not needed on the part of an educator in my position in order to successfully implement a career education program based on the ten stated student goals.
2. Somewhat Important - ability to perform this competency is beneficial but not necessary on the part of an educator in my position in order to successfully implement a career education program based on the ten stated student goals.
3. Important - ability to perform this competency is highly desirable on the part of an educator in my position in order to successfully implement a career education program based on the ten stated student goals.

4. Very Important - ability to perform this competency is essential on the part of an educator in my position in order to successfully implement a career education program based on the ten stated student goals.

At the end of the list of competencies, the respondents were asked to add any competency not appearing on the list that they felt to be very important. Each person was asked to return the completed instrument in an enclosed self-addressed envelope by August 24, 1973.

On August 31, 1973, a follow-up letter (see Appendix L), along with an additional instrument was sent to the non-respondents. Basically this was an attempt to remind those who had been on vacation of the importance of their response to the completion of the CEP. Again, all instruments and cover letters were sent to the home addresses of the respondent involved in the sample. A total of sixty-two percent responded to the final validation instruments involved with the CEP. The response of each school district was as follows:

<u>School District</u>	<u>Percent Returned</u>
1. Calhoun County Intermediate School District	79%
2. Ann Arbor Public Schools	75%
3. Ingham County Intermediate School District	71%
4. School District of the City of Pontiac	48%

<u>School District</u>	<u>Percent Returned</u>
5. Warren Consolidated Schools	71%
6. Royal Oak Public Schools	71%
7. Coloma Community Schools	72%
Total Responses	62%

<u>Final Validation Data Analyzed</u>	<u>No. of Responses</u>
1. Elementary Teachers	104
2. Middle or Junior High Teachers	67
3. Secondary Teachers	21
4. Elementary Counselors	6
5. Middle or Junior High Counselors	17
6. Secondary Counselors	15
7. Elementary Administrators	13
8. Middle or Junior High Administrators	17
9. Secondary Administrators	10

All competencies receiving a mean score of 3.0 or higher (important or very important) from respondents in each of the nine groups were listed and thus selected as the competencies for each of the nine training models (see Appendix M). Of the thirty-five core competencies, twelve were validated for all nine groups; thus, comprising the tenth training model or comprehensive training model.

Interviewing for Practical Context

After the competency list was determined for each of the training models, the CEPD staff interviewed over eighty practitioners (teachers, counselors, and administrators K-12) from the seven school systems mentioned previously.

These practitioners were selected as to availability from the list of final validation respondents. The practitioners interviewed represented each of the nine groups of educational personnel respectively.

The interviewing process expanded each competency in each of the nine groups into a practical context, referred to performance criteria and was designed to suggest practical ideas, especially for educational personnel in the planning stage and preliminary implementation stage of career education.

FINDINGS

The findings of this research are presented in ten education personnel models: elementary teachers, middle or junior high teachers, secondary teachers, elementary counselors, middle or junior high counselors, secondary counselors, elementary administrators, middle or junior high administrators, secondary administrators, and comprehensive model. The comprehensive model includes those competency statements and related performance criteria validated as common to the nine specific models.

Each model was designed to be mutually exclusive of the other training models. Each one could be extracted to develop inservice and preservice training programs.

The following is an example of how the models may be utilized as guidelines for in-service and pre-service training. (See Appendix N for suggested guidelines for implementation of models.)

The Career Education Personnel Model (CEPM) was a project funded by the Michigan Department of Education and administered through the School of Education at The University of Michigan.

The CEPM staff identified pedagogical competencies that will help teachers, counselors, and administrators plan and implement a career education program in a kindergarten through twelfth grade setting. Suggested performance criteria for each statement of competency was also identified by the CEPM staff. We suggest that the statements of competencies and performance criteria be used only as a guideline or reference when adapting the models to individual situations. The following examples show how the performance criteria relates, in a practical manner, to the respective statement of competency.

Career Education Personnel Model
Elementary Teachers

Statement of Competency: Provide student awareness experiences.

Performance Criteria:

- a. Utilize resource people from the community.
- b. Utilize role playing techniques in the classroom.
- c. Utilize simulation techniques in the classroom.

- d. Utilize audio-visual materials.
- e. Go on field trips to community.
- f. Design activity oriented instruction pertaining to careers in the various career clusters.

Career Education Personnel Model
Middle or Junior High Counselors

Statement of Competency: Use community people as career education resource personnel.

- Performance Criteria:
- a. Contact intermediate school district personnel.
 - b. Ask parents to explain their occupations.
 - c. Ask businessmen to explain their occupations.
 - d. Ask businessmen to allow students to observe the operation of their occupation for a short period of time.
 - e. Ask resource people to help stress the importance of good human relations.

Career Education Personnel Model
Secondary Administrators

Statement of Competency: Utilize career education in-service training.

- Performance Criteria:
- a. Help develop career education goals and objectives for the local school system.
 - b. Encourage teachers to develop instructional units pertaining to career preparation.
 - c. Encourage counselors to assist, in small groups or one-to-one counseling, in career preparation goals and objectives.
 - d. Assist in planning and implementing school-wide activities pertaining to career preparation.

Specific performance objectives can be developed for a pre-service and in-service training program in career education by using the statement of competency and related performance criteria from the Career Education Personnel Model. The following example illustrates how a specific performance objective can be developed using the above statement for an elementary teacher.

Given an elementary teacher receiving career education training, the teacher will provide student awareness experiences. Awareness experiences will be assessed satisfactory if each of the following is answered in the affirmative:

- a. Did the elementary teacher utilize resource people from the community?
- b. Did the elementary teacher utilize role playing techniques in the classroom?
- c. Did the elementary teacher utilize simulation techniques in the classroom?
- d. Did the elementary teacher utilize audio-visual materials?
- e. Did the elementary teacher go on field trips to community.
- f. Did the elementary teacher design activity oriented instruction pertaining to careers in the various career clusters?

ELEMENTARY TEACHER MODEL

Below are listed the 28 competency statements and performance criteria.

1. Promote students acceptance of responsibility.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Design learning experiences with several choices of activities available to the student.
 - c. Allow students to decide what they can accomplish.
 - d. Use positive reinforcement techniques.
 - e. Follow through on teacher-student designed learning activities.
2. Use community people as career education resource personnel.
 - a. Ask parents to come into class and discuss their occupations.
 - b. Ask businessmen to come into class and discuss their businesses.
 - c. Go on field trips.
 - d. Involve people from the community, i.e., senior citizens, to assist as teacher aids and discuss their area of expertise.
3. Provide student awareness experiences.
 - a. Utilize resource people from the community.
 - b. Utilize role playing techniques in the classroom.
 - c. Utilize simulation techniques in the classroom.
 - d. Utilize audio-visual materials.
 - e. Go on field trips to community.
 - f. Design activity oriented instruction pertaining to careers in the various career clusters.
4. Promote student creativity.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Set an example in everyday teaching.
 - c. Provide a period a day for exploring areas of individual interest.
 - d. Design instruction which requires the student to explore to solve instructional problems.
5. Develop interpersonal skills.
 - a. Use commercial resource materials to promote interpersonal skills.

- b. Set a good example.
 - c. Provide an open and honest atmosphere for student learning.
 - d. Design student learning activities which require the use of good interpersonal skills.
 - e. Make the student feel a part of the group.
6. Conduct career oriented field trips.
- a. Define the purpose of the field trip.
 - b. Secure administrative approval.
 - c. Contact resource people at the destination of the trip.
 - d. Explain the purpose of the trip and what should be discussed.
 - e. Motivate students prior to going.
 - f. Discuss the major components as a follow-up.
 - g. File valuable information.
7. Utilize career oriented materials.
- a. Encourage students to develop their own career oriented materials packet.
 - b. Allow students to browse through materials in the classroom, library, or career center.
 - c. Make bulletin board displays.
 - d. Make displays in learning centers.
 - e. Integrate career materials into existing materials.
8. Utilize career education inservice training.
- a. Request release time for inservice training.
 - b. Determine career education goals and objectives for the local school system.
 - c. Design instructional units for daily teaching which are career oriented.
9. Utilize problem solving skills.
- a. Define the problem to be solved.
 - b. Do not solve it for the student.
 - c. Illustrate various alternatives to solve the problem.
 - d. Allow student to select an alternative as a solution.
 - e. Encourage student to "research" the solution.
 - f. Follow through on solution with the student.
10. Utilize individual motivational systems.
- a. Determine the students' likes and dislikes.

- b. Design individualized instructional units oriented for student self awareness and career awareness.
 - c. Utilize individualized learning contracts in the upper elementary grades.
 - d. Use positive reinforcement techniques.
11. Promote student self-evaluation.
- a. Provide an open and honest atmosphere for student learning.
 - b. Develop instructional units pertaining to self image.
 - c. Utilize individualized learning contracts and discuss results with the students.
 - d. Encourage students to question their own actions.
12. Design world of work learning activities.
- a. Design activity oriented instructional units.
 - b. Ask students to interview parents concerning their occupations.
 - c. Ask students to interview friends and local businessmen.
 - d. Go on field trips.
 - e. Encourage upper elementary students to take pictures while interviewing or on field trips.
13. Design optimum career learning environments.
- a. Provide an open and honest atmosphere for student learning.
 - b. Design learning centers within the classroom.
 - c. Plan, with students, individualized instructional units which provide career awareness.
 - d. Brainstorm with students pertaining to various solutions to problems.
 - e. Provide "hands-on" learning activities.
14. Involve teachers in revising instructional programs.
- a. Meet with department chairpeople to discuss the stated career education goals and objectives.
 - b. Determine the needs of the students as pertaining to the stated career education goals and objectives.
 - c. Meet with other teachers to coordinate the assigning of various careers to each grade level.
 - d. Develop activity oriented career education instructional units to provide self awareness and career awareness.

15. Utilize career oriented teaching methods.
 - a. Plan "hands-on" career education learning activities for self awareness and career awareness.
 - b. Utilize role playing techniques.
 - c. Utilize simulation techniques.
 - d. Utilize individualized motivational techniques.
 - e. Utilize field trip investigations.
16. Utilize career oriented library resources.
 - a. Take students to the library and allow them to browse through the materials individually or in small interest groups.
 - b. Utilize a career education "show and tell" period for self awareness and career awareness.
 - c. Develop individualized learning units requiring students to utilize career oriented library resources.
 - d. Construct bulletin board displays.
 - e. Utilize displays at career days.
17. Expand world of work experience.
 - a. Talk to resource people in the community.
 - b. Go on field trips or tours.
 - c. Listen to resource people in the classroom.
 - d. Utilize summer employment.
 - e. Attend university graduate classes designed to expand world of work experiences.
 - f. Coordinate business, industry, and education days at the school.
18. Implement self learning centers.
 - a. Ask for involvement from parents and businessmen concerning advice and implementation assistance.
 - b. Plan the centers to meet the career awareness and self awareness needs of the students.
 - c. Evaluate the self learning centers in other schools.
 - d. Set up problem solving self learning centers.
 - e. Evaluate student performance periodically at each center.
19. Practice a career education philosophy.
 - a. Be aware of the implications of career education components pertaining to the entire education of the individual student.
 - b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.

- c. Provide activity oriented learning experiences in an attempt to provide additional self awareness and career awareness experiences for the students.
20. Utilize instructional feedback information.
- a. Utilize this information, be it brochures or a computer printout, in small interest group teaching.
 - b. Allow students to browse through this material at their leisure in a career education center.
 - c. Infuse this information with traditional instructional units for self awareness and career awareness.
21. Evaluate career oriented curriculum.
- a. Utilize student feedback.
 - b. Correlate student performances with the goals and objectives of the curriculum.
 - c. Evaluate the daily lesson plans on a daily basis.
 - d. Implement these daily comments when revising the career oriented curriculum.
22. Assess student performance strengths.
- a. Talk with other teachers.
 - b. Utilize parent conferences.
 - c. Observe student at learning centers.
 - d. Evaluate comments in student folder.
 - e. Evaluate results from standardized tests.
23. Identify community career oriented resource personnel.
- a. Involve students to help identify these people through visiting and interviewing people in the community.
 - b. Talk with trade organization personnel.
 - c. Talk with civic organization personnel.
 - d. Talk with businessmen while doing personal business.
 - e. Utilize telephone yellow pages.
 - f. Utilize newspaper classified ads.
24. Design life oriented programs.
- a. Encourage all educational personnel to promote all areas of total life for the students.
 - b. Provide education in decision making and problem solving skills within the self awareness and career awareness learning activities.
 - c. Design educational programs to include each segment of society in the community.

25. Assess student performance handicaps.
 - a. Talk with other teachers.
 - b. Utilize parent conferences.
 - c. Observe student performances in self learning centers.
 - d. Evaluate comments in student folder.
 - e. Evaluate results from standardized tests.
26. Provide active career education leadership.
 - a. Identify educational personnel interested in career education.
 - b. Assist in defining career education for the school system.
 - c. Develop units of career oriented instruction emphasizing "hands-on" learning activities.
 - d. Provide encouragement to other educational personnel when needed.
 - e. Serve as career education resource person when needed.
 - f. Serve as speaker at community activities.
27. Illustrate academic and vocational skill relationships.
 - a. Design units of instruction that require students to use both academic and vocational skills at the self learning centers.
 - b. Set an example during a teaching demonstration.
 - c. Request resource people to illustrate the relationship when explaining their occupation to the class.
28. Establish student feedback systems.
 - a. Provide an open and honest environment for student learning.
 - b. Evaluate how students respond, be it oral or written, as it pertains to self awareness and career awareness activities.
 - c. Encourage team teachers to evaluate student response daily.
 - d. Utilize pre and post evaluative techniques.
 - e. Utilize parent-student conferences.

MIDDLE OR JUNIOR HIGH TEACHER MODEL

Below are listed the 36 competency statements and performance criteria.

1. Promote student's acceptance of responsibility.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Treat students as responsible people.
 - c. Design learning activities that place students in the position to accept and carry out responsibility.
 - d. Teach problem solving and decision making skills.
 - e. Allow student to solve own problem.
 - f. Brainstorm with students concerning various career options available and allow them to select areas to explore.
 - g. Discuss with students the merit of accepting responsibility.
2. Provide student awareness experiences.
 - a. Invite parents to the classroom to explain their occupations.
 - b. Go on field trips in small interest groups.
 - c. Place students in the community for a short period of time to observe the operation of individual businesses.
 - d. Require students to interview businessmen.
3. Promote student creativity.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Design learning activities which will allow students to be venturesome and open to self awareness and career exploration.
 - c. Design activities which will allow students to spend time out in the community exploring various careers.
 - d. Design open ended written assignment pertaining to self awareness and career exploration.
 - e. Use positive reinforcement techniques.
4. Promote student self evaluation.
 - a. Provide a non-threatening self learning atmosphere.
 - b. Discuss with the students where they have been and where they appear to be at the present as it pertains to self awareness and career exploration.
 - c. Make them aware of their apparent strengths as they pertain to various career options.

- d. Have students question themselves in a non-threatening self learning atmosphere.
 - e. Help the students plan short range career goals and objectives.
5. Develop interpersonal skills.
- a. Use commercial resource materials to promote interpersonal skills.
 - b. Set a good example.
 - c. Provide an open and honest atmosphere for student learning.
 - d. Design student learning activities requiring the use of good interpersonal skills.
6. Use community people as career education resource personnel.
- a. Contact intermediate school district personnel.
 - b. Ask parents to explain their occupations.
 - c. Ask businessmen to explain their occupations.
 - d. Ask businessmen to allow students to observe the operation of their occupation for a short period of time.
 - e. Ask resource people to help stress the importance of good human relations.
7. Establish student feedback systems.
- a. Provide an open and honest environment for student learning.
 - b. Evaluate how students respond, be it oral or written, as it pertains to self awareness and career exploration activities.
 - c. Encourage team teachers to use daily evaluative techniques.
 - d. Discuss with student the major components of the occupation after they return from observing businesses of interest in the community.
8. Utilize problem solving skills.
- a. Make students aware of their abilities and interests.
 - b. Allow students to explore careers within various clusters.
 - c. Brainstorm with the students, various career options that would correlate to their abilities and interests.
 - d. Allow students to make their own selection of career options.
 - e. Design individual activity oriented learning experiences that require the student to solve problems.

- f. Discuss with the students the career implications of the method selected to solve the respective problem.
9. Illustrate academic and vocational skill relationships.
 - a. Design units of instruction that require students to use both academic and vocational skills.
 - b. Request resource people to discuss the relationship between academic and vocational skills.
 - c. Utilize the team teaching approach involving both academic and vocational oriented personnel.
 - d. Encourage students to observe the relationship between academic and vocational skills during their visit to businesses of interest in the community.
10. Utilize career education inservice training.
 - a. Help develop career education goals and objectives.
 - b. Design individual units of instruction centered around the career cluster concept.
 - c. Assist students in planning their short and long range career education goals and objectives.
 - d. Assist students in evaluating career alternatives.
11. Involve teachers in revising instructional programs.
 - a. Meet with department chairpeople to discuss the stated career education goals and objectives.
 - b. Cooperate with curriculum coordinator to determine the needs of the students as pertaining to the stated career education goals and objectives.
 - c. Assist in evaluating the available career education materials available for instruction.
 - d. Cooperate with curriculum coordinator in revising instructional units that are unduplicated among grade levels or various departments.
12. Utilize individualized motivational systems.
 - a. Assist students in making arrangements for them to observe businesses of individual interest in the community.
 - b. Utilize student input when designing individualized instructional units for students to explore careers in various career clusters.
 - c. Promote open classroom discussion especially after students have returned from observing businesses of individual interest in the community.

- d. Assist students in determining the needed components to meet their career goals.
13. Utilize career oriented materials.
- a. Encourage students to do individualized research concerning careers that correlate with their interest and ability.
 - b. Encourage students to simulate a career of their interest for a class report.
 - c. Introduce careers within various career clusters to other team teachers.
 - d. Prepare bulletin boards and displays.
14. Utilize career oriented teaching methods.
- a. Utilize the team teaching approach involving teachers from other disciplines.
 - b. Design "hands-on" learning activities.
 - c. Encourage students to interview resource people of the community.
 - d. Design instructional units involving interaction from community and school personnel.
 - e. Utilize the learning contract with students.
15. Design optimum career learning environments.
- a. Provide an open and honest atmosphere for student learning.
 - b. Determine the career education needs and interests of the students.
 - c. Encourage students to assist in developing learning packets that will meet their needs and interests.
 - d. Encourage students to do research on their own to meet the requirements of the learning packets.
 - e. Permit small interest groups to work together in exploring careers of mutual interest.
16. Evaluate career oriented curriculum.
- a. Utilize pre- and post-evaluative techniques.
 - b. Utilize student feedback.
 - c. Correlate student performance with the goals and objectives of the curriculum.
 - d. Encourage supervision of students while observing businesses of individualized interest in the community to evaluate student performance.
 - e. Evaluate the daily comments as written on daily lesson plans by other team teachers.

17. Utilize decision making components.
 - a. Assist students in discovering their personal values and beliefs.
 - b. Assist students in exploring careers in various career clusters available to them.
 - c. Encourage students to assess where they have been, where they are, and where they want to go in the future.
 - d. Encourage students to make decisions pertaining to the career options that correlate with their personal values.
18. Conduct career oriented field trips.
 - a. Define the purpose of the field trips.
 - b. Secure administrative approval.
 - c. Contact the people at the destination of the trip.
 - d. Explain the purpose of the trip and what should be discussed.
 - e. Motivate students prior to going.
 - f. Discuss the major components with students as a follow-up.
 - g. File valuable information.
19. Identify community career oriented resource personnel.
 - a. Involve students to help identify these people through visiting and interviewing sections of the community.
 - b. Talk with trade organization personnel.
 - c. Talk with civic organization personnel.
 - d. Talk with businessmen while doing personal business.
 - e. Utilize telephone yellow pages.
 - f. Utilize newspaper classified ads.
20. Design life oriented programs.
 - a. Encourage all educational personnel to promote all areas of total life for the students.
 - b. Provide education in decision making skills and problem solving skills within the self awareness and career exploration learning experiences.
 - c. Design educational programs to include each segment of society of the community.
21. Provide active career education leadership.
 - a. Identify educational personnel interested in career education.

- b. Assist in defining career education for the local school system.
 - c. Develop units of career oriented instruction emphasizing "hands-on" learning activities.
 - d. Cooperate with the coordinator of school-community career oriented activities.
 - e. Serve as speaker at community activities.
22. Identify occupational requirements.
- a. Interview businessmen in the community.
 - b. Interview personnel managers in the community.
 - c. Request resource people to discuss the respective requirements with the class or small interest groups.
 - d. Go on field trips.
 - e. Encourage students to interview employees while observing businesses of individual interest in the community.
23. Assess student's performance strengths.
- a. Talk with team teachers.
 - b. Evaluate comments in student records on file.
 - c. Observe student performance.
 - d. Encourage supervisors of students while observing businesses of interest in the community to evaluate student performance.
 - e. Evaluate results from standardized tests.
24. Utilize instructional feedback information.
- a. Utilize this information, be it brochures or a computerized printout, in small interest group discussions or research.
 - b. Allow students to browse through this material at their leisure in a career education center.
 - c. Integrate this information with instructional units designed for career awareness and career exploration purposes.
 - d. Encourage students to use this information in selection of career options that correlate with their interests and abilities.
25. Utilize career oriented simulation techniques.
- a. Encourage students to simulate the career of the real world while studying the respective career in the classroom.
 - b. Request resource people to simulate their career in the classroom when speaking to the class or small interest groups.

- c. Utilize simulation techniques while giving a demonstration in the classroom or in the lab.
26. Utilize career oriented library resources.
- a. Locate career education centers in the school.
 - b. Develop units of instruction utilizing these materials to provide career exploration experiences centered around the career cluster concept.
 - c. Use as supplemental materials to existing instructional materials.
 - d. Encourage students to utilize these materials in doing individual research pertaining to various careers.
27. Design world of work learning activities.
- a. Request resource people to bring actual tools and equipment used with their career when speaking to the class.
 - b. Develop activity oriented units of motivation that involve community-school interaction.
 - c. Encourage students to observe businesses of individual interest while exploring that respective career.
 - d. Utilize role playing techniques.
 - e. Utilize simulation techniques.
 - f. Utilize field trips.
28. Assess student performance handicaps.
- a. Talk with team teachers.
 - b. Utilize parent conferences.
 - c. Observe student performances.
 - d. Evaluate comments from supervisors while student is out visiting places of interest in the community.
 - e. Evaluate results from standardized tests.
29. Identify employment procedures.
- a. Involve students in identifying employment procedures.
 - b. Contact employers.
 - c. Contact personnel managers.
 - d. Contact personnel at local employment agencies.
30. Identify employment opportunities.
- a. Contact employers in the community.
 - b. Contact United States Department of Labor personnel.
 - c. Contact state employment agency personnel.
 - d. Contact trade organization personnel.
 - e. Read newspaper classified ads.

31. List decision making components.
 - a. Where have I been?
 - b. Where am I presently?
 - c. Where am I going?
 - d. How am I going to get there?
32. Use pre and post assessment techniques.
 - a. Utilize in evaluation of instructional units.
 - b. Utilize in evaluation of self awareness learning activities.
 - c. Utilize in evaluation of career exploration learning activities; i.e., individual visits to selected places of interest in the community.
33. Implement self learning centers.
 - a. Ask for involvement from parents and businesses.
 - b. Plan the centers to meet the career awareness and self awareness needs of the students.
 - c. Evaluate the self learning centers in other schools.
 - d. Set up problem solving self learning centers.
 - e. Evaluate student performance periodically at each center.
34. Expand world of work experience.
 - a. Talk to resource people in the community.
 - b. Go on field trips or tours.
 - c. Listen to resource people in the classroom.
 - d. Visit students while they are out in the community.
 - e. Utilize summer employment.
 - f. Attend university graduate classes designed to expand world of work experiences.
 - g. Attend business, industry, and education day at the school.
35. Define career education concept.
 - a. Evaluate the career education needs of the students.
 - b. Evaluate the entire community manpower needs.
 - c. Work with other educational personnel to determine what educational components are needed to match the student needs with the needs of the community.
36. Practice a career education philosophy.
 - a. Be aware of the implications of career education pertaining to the entire education of the individual student.

- b. Cooperate with all education personnel in achieving the local goals and objectives of career education.
- c. Design activity oriented learning experiences in an attempt to provide awareness, exploration, and preparation for career experiences.

SECONDARY TEACHER MODEL

Below are listed the 44 competency statements and performance criteria.

1. Provide student awareness experiences.
 - a. Design instructional units that emphasize "hands-on" activities for the student.
 - b. Encourage students to enroll in cooperative education programs.
 - c. List relevant tasks to be performed by students while participating in the placement segment of cooperative education.
 - d. Provide career activities for small interest groups.
 - e. Involve career oriented personnel from the community in the classroom.
2. Promote student's acceptance of responsibility.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Treat students as responsible people.
 - c. Design learning experience with several choices of activities available to the student.
 - d. Utilize the contract learning concept in teaching.
 - e. Follow up on teacher-student designed learning activities.
 - f. Encourage cooperative education supervisors to expect promptness and the acceptance of responsibility.
3. Design optimum career learning environments.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Plan with students individualized instructional units which provide experiences for career preparation.
 - c. Help the students plan for a career that correlates with their interest and ability.
 - d. Plan learning experiences relevant to each student's needs.
 - e. Encourage students to enroll in cooperative education programs.
4. Promote student self evaluation.
 - a. Plan with students individualized instructional units, including the use of performance objectives and allow the student to designate the evaluative measure.

- b. Encourage students to question their own actions.
 - c. Discuss with students implications as to where they have been, where they are, and where they want to go.
 - d. Assist student in setting career priorities.
5. Utilize career oriented materials.
- a. Utilize advice from the intermediate school district personnel.
 - b. Utilize advice from the media specialist.
 - c. Brainstorm with other team teachers.
 - d. Introduce the materials to teachers in other disciplines.
 - e. Integrate materials into existing materials.
 - f. Make displays in career learning centers.
 - g. Encourage students to use these materials in the course of completing individualized research.
6. Evaluate career oriented curriculum.
- a. Utilize student feedback.
 - b. Correlate student performances with the goals and objectives of the curriculum.
 - c. Evaluate the daily lesson plans on a daily basis.
 - d. Utilize the pre- and post-assessment technique.
 - e. Encourage the students' supervisor in cooperative education to evaluate the students' performance.
7. Use community people as career education resource personnel.
- a. Ask parents to come into class and discuss their occupations.
 - b. Ask businessmen to come into class and discuss their business.
 - c. Involve businesses as on-the-job training stations.
 - d. Involve people from the community, i.e., senior citizens, to assist as teacher aids and discuss their area of expertise.
8. Expand world of work experience.
- a. Talk to resource people in the community.
 - b. Go on field trips or tours.
 - c. Listen to resource people in the classroom.
 - d. Utilize summer employment.
 - e. Attend university graduate classes designed to expand world of work experiences.
 - f. Talk to employers when supervising students on-the-job training station.

9. Design world of work learning activities.
 - a. Design activity oriented, "hands-on," instructional units.
 - b. Ask students to interview friends and local businessmen.
 - c. Go on field trips.
 - d. Encourage students to enroll in cooperative education programs.
 - e. Encourage students to do individualized research relevant to their career goals and objectives.
10. Establish student feedback systems.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Evaluate how students respond, be it oral or written as it pertains to career preparation.
 - c. Utilize pre- and post-assessment techniques.
 - d. Utilize parent-student conferences.
 - e. Encourage team teachers to evaluate student response daily.
 - f. Observe how students respond in student organizations.
 - g. Implement a student advisory committee.
11. Identify employment procedures.
 - a. Involve students in identifying employment procedures.
 - b. Contact employers.
 - c. Contact personnel managers.
 - d. Contact personnel at local employment agencies.
12. Utilize career oriented teaching methods.
 - a. Plan "hands-on" career education learning activities.
 - b. Utilize role playing techniques.
 - c. Utilize simulation techniques.
 - d. Utilize demonstration procedures.
 - e. Utilize field trip investigations.
 - f. Utilize community oriented learning situations.
13. Practice a career education philosophy.
 - a. Be aware of the implications of career education components pertaining to the entire education of the individual student.
 - b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
 - c. Provide activity oriented learning experiences to provide self awareness, career awareness, career exploration, and career preparation for the students.

14. Utilize individualized motivational systems.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Utilize the learning contract concept.
 - c. Plan with students, activity oriented individualized instructional units.
 - d. Include performance objectives in the instruction.
 - e. Encourage students to enroll in cooperative education programs.
15. Develop interpersonal skills.
 - a. Use commercial resource materials to promote interpersonal skills.
 - b. Set a good example.
 - c. Provide an open and honest atmosphere for student learning.
 - d. Design individualized student learning activities which require the use of good interpersonal skills.
 - e. Encourage supervisors of students placed in on-the-job training stations to emphasize the use of good interpersonal skills.
16. Provide active career education leadership.
 - a. Help develop career education goals and objectives for the local school system.
 - b. Cooperate in planning career education instruction which is unduplicated among grade levels or departments.
 - c. Help develop the career education center in the school system.
 - d. Cooperate with media specialist in evaluating career education materials.
 - e. Cooperate with other educational personnel and community leaders in designing learning activities for students.
17. Utilize problem solving skills.
 - a. Encourage students to use skills in preparing for a career of their choice.
 - b. Encourage students to use skills in all life settings.
 - c. Design learning activities which require students to utilize skills.
 - d. Assist students in defining problems.
 - e. Allow the individual student to try various solutions to the problem.
 - f. Discuss the implications of the various solutions with the student.

18. Identify occupational requirements.
 - a. Talk with employers.
 - b. Talk with personnel managers.
 - c. Talk with trade organization personnel.
 - d. Talk with state employment agencies.
19. Promote student creativity.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Set an example in everyday teaching.
 - c. Set aside a time periodically to allow the students to express themselves creatively.
 - d. Design instruction that requires that student to examine various solutions to problems.
 - e. Encourage open class discussions.
20. Develop a career education rationale.
 - a. Utilize an advisory council consisting of lay community members.
 - b. Determine the employment needs of the community.
 - c. Determine the student drop-out rate of the school system.
 - d. Determine welfare costs of the community.
 - e. Indicate that it will build a work force in the community.
 - f. Indicate that low skill entry jobs are not in demand.
 - g. Indicate that it requires teaching in reality.
21. Involve teachers in revising instructional programs.
 - a. Meet with department chairpeople to discuss the stated career education goals and objectives.
 - b. Determine the needs of the students as pertaining to the stated career education goals and objectives.
 - c. Meet with other teachers to coordinate the assigning of various career preparation programs to each grade level or department.
 - d. Develop activity oriented career education instruction to provide adequate career preparation experiences for the students.
22. Utilize career education inservice training.
 - a. Help develop career education goals and objectives for the local school system.
 - b. Plan units of instruction centered around the career cluster concept.

- c. Design "hands-on" learning activities involving the classroom facilities and the community.
- 23. Develop short range career education plans.
 - a. Assess individual students' interests and needs.
 - b. Assess local manpower needs.
 - c. Revise current curriculum content based on career awareness, exploration, and preparation experiences.
 - d. Design "hands-on" learning activities involving the classroom facilities and the community.
- 24. Assess student performance strengths.
 - a. Talk with other teachers.
 - b. Utilize parent conferences.
 - c. Observe student performance both at school and on placement in a training station in the community.
 - d. Evaluate comments in student folder.
 - e. Evaluate results from standardized tests.
- 25. Design career education skill programs.
 - a. Design learning contracts which require the students to demonstrate an acceptable degree of competency in career entry level skills.
 - b. Simulate practical application of skills in the classroom or lab.
 - c. Design the training agreement with the student and the employer to be used by the student on placement that requires the student to demonstrate an acceptable degree of competency in technical skills as well as human relations skills.
 - d. Require students to apply skills to subject matter theory.
- 26. Plan career oriented instructional facilities.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Ask for involvement from parents and businessmen concerning advice and implementation assistance.
 - c. Provide contemporary equipment similar to or better than the student will find in the "real world."
 - d. Provide references relevant to the students needs and interests.
- 27. Utilize program development skills.
 - a. Assess the needs and interests of the students.

- b. Assess the manpower needs of the local community.
 - c. Develop individualized instruction to meet these contemporary needs.
 - d. Provide physical facilities necessary to meet these needs.
 - e. Provide references relevant to meet these needs.
28. Illustrate academic and vocational skill relationships.
- a. Design units of instruction that require students to use both academic and vocational skills.
 - b. Request resource people to discuss the relationship between academic and vocational skills.
 - c. Utilize team teaching approach involving both academic and vocational oriented personnel.
 - d. Encourage supervisors of students on placement to illustrate the relationship between academic and vocational skills.
29. Design life oriented programs.
- a. Encourage all educational personnel to promote all areas of total life for the students.
 - b. Provide education in decision making and problem solving skills within the career preparation learning activities.
 - c. Design educational programs to include each segment of society in the community.
30. Utilize instructional feedback information.
- a. Utilize this information, be it brochures or a computer printout, in small interest group teaching or for learning contract teaching.
 - b. Allow students to browse through this material at their liesure in a career education center.
 - c. Infuse this information with traditional materials in instructional units for career preparation.
31. Assess student performance handicaps.
- a. Talk with other teachers.
 - b. Utilize parent conferences.
 - c. Observe student performance both at school and on placement in a training station in the community.
 - d. Evaluate comments in student folders.
 - e. Evaluate results from standardized tests.
32. Identify community career oriented resource personnel.
- a. Involve students to help identify these people through visiting and interviewing sections of the community.

- b. Talk with trade organization personnel.
 - c. Talk with civic organization personnel.
 - d. Talk with businessmen while doing personal business.
 - e. Utilize telephone yellow pages.
 - f. Utilize newspaper classified ads.
33. Identify employment opportunities.
- a. Contact employers in the community.
 - b. Contact United States Department of Labor personnel.
 - c. Contact state employment agency personnel.
 - d. Contact trade organization personnel.
 - e. Utilize newspaper classified ads.
34. Determine career development options.
- a. Contact United States Office of Education personnel.
 - b. Utilize the Dictionary of Occupational Titles.
 - c. Contact intermediate school district personnel.
 - d. Assess the needs and interests of students.
 - e. Assess the local manpower needs.
 - f. Correlate these needs with career options available to the student.
35. Use pre- and post-assessment techniques.
- a. Utilize in evaluation of instruction.
 - b. Utilize in evaluation of career preparation learning activities.
 - c. Utilize in evaluation of students' career preparation experience on placement in the community training station.
36. Implement self learning centers.
- a. Ask for involvement from parents and businessmen concerning advice and implementation assistance.
 - b. Implement audio-visual center within the classroom.
 - c. Assess needs and interests of the students.
 - d. Assess local manpower needs.
 - e. Implement self learning centers, both in the classroom and lab that reflect these needs for career preparation.
37. Identify occupational clusters.
- a. Contact United States Office of Education.
 - b. Utilize the Dictionary of Occupational Titles.
 - c. Contact the intermediate school district personnel.
 - d. Identify occupational codes within each cluster.

38. Employ task analysis techniques.

- a. Talk with the employee on the job in the community and list all tasks that are included in the job.
- b. Indicate the frequency of performance, importance of the task, and learning difficulty of the task.
- c. Assess the career needs of the students.
- d. Determine course objectives to meet these needs including the kind of performance that will be expected at the end of the learning period.
- e. Develop instructional units, meaningful to the student including performance objectives that involve the various tasks within careers of interest to the students.

39. Define career education concept.

- a. Evaluate the career education needs of the students.
- b. Evaluate the entire community manpower needs.
- c. Work with educational personnel to determine what educational components are needed to match the students' needs with the needs of the community.

40. Conduct career oriented field trips.

- a. Define the purpose of the field trip.
- b. Secure administrative approval.
- c. Contact resource people at the destination of the trip.
- d. Explain the purpose of the trip and what should be discussed.
- e. Take student on trip in small interest groups.
- f. Encourage students to make out a list of relevant questions prior to going on the trip.
- g. Discuss the major components as a follow up.
- h. File valuable information.

41. Develop long range career education plans.

- a. Encourage all educational personnel to believe in the merits of career education.
- b. Determine the career needs of the students.
- c. Determine the projected manpower needs of the local community, state, and nation.
- d. Work with all educational personnel to determine the goals and objectives pertinent to the local school district for a period of five years and ten years.

42. Utilize career oriented simulation techniques.
 - a. Utilize simulation techniques in an attempt to bring the real world situation into the classroom.
 - b. Utilize simulation in demonstrating various career skills.
 - c. Simulate a model office, lab, or shop.
 - d. Encourage students to do applicable work for the school, i.e., printing.
 - e. Use punch cards for attendance.
43. Describe work ethic concept.
 - a. Talk with employers in the community for their perception of the work ethic.
 - b. Talk with personnel managers in the community for their perception of the work ethic.
 - c. Talk with other educational personnel for their perception of the work ethic.
 - d. Discuss with students the implications of the work ethic.
 - e. Encourage teachers to stress the work ethic concept in the daily lesson plans.
 - f. Encourage supervisors of students on placement in training stations in the community to stress the implications of the work ethic.
44. Coordinate student placement services.
 - a. Assess the students' career interests and needs.
 - b. Cooperate with the cooperative education coordinator in securing placement stations that will meet these career interests and needs.
 - c. Develop related classroom instruction for students relevant to their needs while out on placement.
 - d. Visit students periodically.
 - e. Evaluate the placement services periodically.
 - f. Support student job placement services upon graduation.

ELEMENTARY COUNSELOR MODEL

Below are listed the 38 competency statements and performance criteria.

1. Provide student awareness experiences.
 - a. Utilize small group counseling to make the students aware of themselves and others around them.
 - b. Assist teachers in developing instructional units on human development.
 - c. Develop techniques of group discussion and communication.
 - d. During counseling, assign topics which allow the students to express themselves and how it relates to various clusters of occupations.
2. Define career education concept.
 - a. Determine the career awareness needs of the students and how they relate to the careers in the community.
 - b. Include the awareness components for a total life style and how their relationship correlates to the needs of the students.
 - c. Include awareness experiences which pertain to the various clusters of occupations.
3. Utilize career education inservice training.
 - a. Help develop career education goals and objectives for the local school system.
 - b. Assist teachers in developing instructional units pertaining to self and career awareness.
 - c. Through small group counseling, assist students in self awareness and career awareness learning activities.
 - d. Assist in planning and implementing school-wide activities pertaining to career awareness.
4. Utilize individual motivational systems.
 - a. Encourage students to work in small interest groups.
 - b. Utilize individual assignments of interest while counseling.
 - c. Use positive reinforcement through merit awards.
 - d. Assist teachers in developing activity oriented learning experience .
 - e. Plan career awareness centers for students to spend time browsing through the materials at their leisure.

5. Involve teachers in revising instructional units.
 - a. Plan with teachers units pertaining to self awareness and career awareness.
 - b. Serve as a resource person as to what career education materials are available for instruction.
 - c. Help plan simulated classroom activities within the instructional units.
 - d. Serve as coordinator in revising instructional units among grade levels.
6. Promote student self evaluation.
 - a. Provide a non-threatening atmosphere for counseling.
 - b. Counsel using non-direct questions and statements pertaining to self awareness and career awareness.
 - c. Ask the student to draw pictures of the family members in a career setting.
 - d. Ask the student to talk over their self image using the mirror technique.
7. Evaluate career oriented curriculum.
 - a. Utilize student feedback.
 - b. Correlate student performance with the goals and objectives of the curriculum.
 - c. Evaluate the daily comments as written on daily lesson plans by the teachers.
 - d. Encourage administrators to allow release time to revise and implement suggested changes in the curriculum.
8. Promote creativity.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Promote learning activities which will allow students to be venturesome and open to self awareness and career awareness.
 - c. Encourage administrators to implement more flexible schedules for teachers and students.
9. Utilize problem solving skills.
 - a. Encourage teachers to design learning activities which require students to utilize skills.
 - b. Encourage students to utilize skills in all life settings.
 - c. Ask students to state the problem.
 - d. Brainstorm various solutions to the problem.

- e. Encourage students to select one solution.
 - f. Evaluate this solution with the students.
10. Develop interpersonal skills.
- a. Use commercial resource materials to provide interpersonal skills.
 - b. Set a good example.
 - c. Teach effective communication skills.
 - d. Encourage teachers to develop learning activities which require the use of interpersonal skills.
 - e. Counsel students discussing the implications of good interpersonal skills referring to examples in all life settings.
11. Promote students' acceptance of responsibility.
- a. Provide an open and honest atmosphere for student learning.
 - b. Design activities that place the student in the position to accept and carry out responsibility.
 - c. Discuss with the students the merit of accepting responsibility.
 - d. Assist teachers in designing instructional units which require students to utilize problem solving techniques.
 - e. Encourage all educational personnel not to "spoon feed" the student.
12. Utilize parent organizations.
- a. Utilize members to serve as teacher aids.
 - b. Utilize members to serve as career oriented resource people.
 - c. Utilize members to assist with field trips.
 - d. Utilize members to assist in publicizing local career education activities.
13. Utilize career oriented materials.
- a. Utilize materials to introduce teachers to various clusters of occupations.
 - b. Utilize materials for demonstrations and simulation techniques.
 - c. Make bulletin boards and displays.
 - d. Utilize as resource materials.
 - e. Utilize materials for self and career assessment.
14. Utilize group counseling techniques.
- a. Encourage students to become aware of themselves.

- b. Encourage students to become aware of various careers.
 - c. Stress the importance of human relation skills.
 - d. Utilize student feedback for more effective counseling.
15. Utilize decision making components.
- a. Counsel students pertaining to various careers in the community.
 - b. Provide various alternatives within learning activities and allow students to make selections.
 - c. Allow students to make decisions pertaining to learning activities.
16. Develop a career education rationale.
- a. Indicate that it makes students more aware of themselves and their potential.
 - b. Indicate that it makes students aware of various careers available to them.
 - c. Indicate that it teaches problem solving skills.
 - d. Indicate that it teaches decision making skills.
 - e. Indicate that it teaches human relations skills.
17. List decision making skills.
- a. Where have I been?
 - b. Where am I presently?
 - c. Where am I going?
 - d. How am I going to get there?
18. Utilize career oriented library resources.
- a. Utilize materials in career education centers in the school.
 - b. Assist teachers in developing units of instruction centered around the career cluster concept.
 - c. Use as supplemental materials to existing instructional materials.
 - d. Use materials to provide individual self awareness and career awareness experiences.
19. Provide active career education leadership.
- a. Identify educational personnel interested in career education.
 - b. Assist in defining career education for the local school system.
 - c. Assist in developing units of career oriented instruction emphasizing "hands-on" learning activities.

- d. Serve as coordinator of school-community career oriented activities.
 - e. Serve as speaker at community activities.
20. Publicize career education in the community.
- a. Serve as speaker at community activities.
 - b. Write articles for the local and school newspaper.
 - c. Utilize parent organizations.
 - d. Coordinate resource speakers.
 - e. Coordinate school open houses.
21. Practice a career education philosophy.
- a. Be aware of the implications of career education components pertaining to the entire education of the individual student.
 - b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
 - c. Provide activity oriented learning experiences in an attempt to provide self awareness and career awareness experiences for the students.
22. Use pre- and post-assessment techniques.
- a. Utilize in evaluation of instruction.
 - b. Utilize in evaluation of self awareness learning activities.
 - c. Utilize in evaluation of career awareness learning activities.
23. Use community people as career education resource personnel.
- a. Contact intermediate school district personnel.
 - b. Ask parents to explain their occupations.
 - c. Ask businessmen to explain their occupations.
 - d. Ask resource people to stress the importance of good human relations.
 - e. Encourage resource people to use simulation techniques for more effective student awareness of the various careers in the community.
24. Design world of work learning activities.
- a. Utilize role playing techniques.
 - b. Utilize simulation techniques.
 - c. Utilize field trips.

- d. Utilize resource people bringing actual tools and equipment used with their career.
 - e. Utilize awareness games.
25. Write career education performance objectives.
- a. Define acceptable activity to be displayed by the learner as it pertains to the career education goals and objectives of the local school system.
 - b. Define the terminal behavior to be demonstrated by the learner as it pertains to the career education goals and objectives of the local school system.
 - c. Define the criteria for evaluation purposes as it pertains to the career education goals and objectives of the local school system.
26. Develop a community resource file.
- a. Include pertinent career information: name, address and phone number, area of expertise, hours available, dates of involvement for the school.
 - b. Arrange resources by cluster.
 - c. Arrange names by alphabetical order within cluster group.
27. Design life oriented programs.
- a. Encourage all educational personnel to promote all areas of total life for the students.
 - b. Provide education in decision making skills and problem solving skills within the self awareness and career awareness learning experiences.
 - c. Design educational programs to include each segment of society of the community.
28. Design unduplicated grade level career education curriculum.
- a. Serve as coordinator of the career education curriculum committee.
 - b. Ask teachers to explain what they are presently teaching at their respective grade level.
 - c. Assess what career education units should be taught in an attempt to expose students to careers in the various clusters.
 - d. Assist in developing units for each grade level that do not duplicate various careers.

29. Conduct career oriented field trips.
 - a. Define the purpose of the field trip.
 - b. Secure administrative approval.
 - c. Contact the people at the destination of the trip.
 - d. Explain the purpose of the trip and what should be discussed.
 - e. Motivate students prior to going.
 - f. Discuss the major components with students as a follow-up.
 - g. File valuable information.
30. Participate in professional education organizations.
 - a. Read journals from professional education organizations.
 - b. Write articles for journals pertaining to local career education activities.
 - c. Attend seminars sponsored by the organizations.
 - d. Serve as a career education resource person at conferences sponsored by the professional organizations.
 - e. Serve as a planning committee member emphasizing career education.
31. Establish student feedback systems.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Counsel students in a non-threatening manner.
 - c. Evaluate how students respond, be it oral or written, as it pertains to self awareness and career awareness.
 - d. Encourage teachers to use daily evaluative techniques.
32. Expand world of work experience.
 - a. Talk to resource people in the community.
 - b. Go on field trips or tours.
 - c. Listen to resource people in the classroom.
 - d. Utilize summer employment.
 - e. Participate in civic organizations.
 - f. Attend university graduate classes designed to expand world of work experiences.
33. Establish career education performance standards.
 - a. Determine the short and long range career education goals and objectives for each grade level.
 - b. Assist each teacher in writing performance objectives to meet the respective goals and objectives.

- c. Assist each teacher in designing activity oriented learning experiences to correlate with the performance objectives.
34. Illustrate academic and vocational skill relationships.
- a. Assist teachers in designing and implementing units of instruction that require students to use both academic and vocational skills.
 - b. Illustrate the relationship between academic and vocational skills in small group counseling.
 - c. Request resource people to discuss the relationship between academic and vocational skills.
35. Identify occupational clusters.
- a. Contact United States Office of Education personnel.
 - b. Utilize Dictionary of Occupational Titles.
 - c. Contact intermediate school district personnel.
 - d. Identify occupational codes within each cluster.
36. Assess student performance strengths.
- a. Talk with teachers.
 - b. Evaluate comments in student records on file.
 - c. Observe student performance.
 - d. Utilize small group or one-to-one counseling.
 - e. Evaluate results from standardized tests.
37. Design optimum career learning environment.
- a. Provide an open and honest atmosphere for student learning.
 - b. Counsel students in a non-threatening manner.
 - c. Determine the students' needs and interests.
 - d. Assist teachers in designing learning activities to meet those needs and interests.
38. Identify avocational and vocational relationships.
- a. Talk to resource people.
 - b. Talk to parents concerning their occupations.
 - c. Request resource people to illustrate these relationships when speaking to a class.

MIDDLE OR JUNIOR HIGH COUNSELOR MODEL

Below are listed the 47 competency statements and performance criteria.

1. Develop interpersonal skills.

- a. Use commercial resource materials to promote interpersonal skills.
- b. Set a good example.
- c. Provide an open and honest atmosphere for student learning.
- d. Utilize one-to-one small group counseling to discuss the implications of good interpersonal skills in life for the student.
- e. Provide student learning activities requiring the use of good interpersonal skills.

2. Promote student's acceptance of responsibility.

- a. Provide an open and honest atmosphere for student learning.
- b. Design learning activities that place student in the position to accept and carry out responsibility.
- c. Counsel students on the merits of accepting responsibility.
- d. Brainstorm with students concerning various career options available and allow them to select areas of interest to explore.

3. Use community people as career education resource personnel.

- a. Contact intermediate school district personnel.
- b. Ask parents to explain their occupations.
- c. Ask businessmen to explain their occupations.
- d. Ask businessmen to allow students to observe the operation of their occupation for a short period of time.
- e. Ask resource people to help stress the importance of good human relations.

4. Provide student awareness experiences.

- a. Invite parents to the classroom to explain their occupations.
- b. Go on field trips in small interest groups.
- c. Place students in the community for a short period of time.
- d. Small group counseling to provide student with career awareness experiences.

5. Develop a community resource file.
 - a. Involve students in developing the file.
 - b. Ask for assistance from teachers in developing the file.
 - c. Include pertinent career information: name, address, area of expertise, hours available, dates of school involvement.
 - d. Arrange resources by cluster.
 - e. Arrange names in alphabetical order within cluster groups.
6. Utilize problem solving skills.
 - a. Counsel students about their interests and abilities.
 - b. Brainstorm with the students, various career options that would correlate with their interests and abilities.
 - c. Encourage students to make own selection of career options available to them that would correlate with their interests and abilities.
 - d. Assist teachers in designing individual activity oriented learning experiences that require the student to solve problems.
 - e. Counsel students concerning the implications of various options selected.
7. Promote student self evaluation.
 - a. Provide a non-threatening self learning atmosphere.
 - b. Through small group or one-to-one counseling, get the student to realize where he has been and where he is at the present as it pertains to self awareness and career exploration.
 - c. Make them aware of their apparent strengths as they pertain to various career options.
 - d. Counsel each student about short range goals and objectives.
8. Utilize group counseling techniques.
 - a. To provide student awareness experiences.
 - b. Design counseling which is activity oriented.
 - c. With small interest groups, discuss in detail career options and various occupation requirements within the select career options.

9. Utilize career education inservice training.
 - a. Help develop career education goals and objectives for the local school system.
 - b. Assist teachers in planning units of instruction for career exploration centered around the career cluster concept.
 - c. Coordinate student visits to the community for career exploration.
 - d. Counsel students concerning their short range career education goals and objectives.
10. Assess student performance strengths.
 - a. Talk with teachers.
 - b. Utilize parent conferences.
 - c. Observe student performances.
 - d. Utilize small group or one-to-one counseling.
 - e. Evaluate remarks from supervisors while student is out in the community.
 - f. Evaluate results from standardized tests.
11. Develop long range career education plans.
 - a. Encourage the optimum amount of self-awareness and career awareness.
 - b. Assess individual students' strengths.
 - c. Counsel students regarding the requirements of various occupations within their selected career clusters.
 - d. Counsel students concerning a "plan of action" which would help them meet their stated career goals and objectives.
12. Expand world of work experiences.
 - a. Talk to resource people in the community.
 - b. Go on field trips or tours.
 - c. Listen to resource people in the classroom.
 - d. Visit students while they are out in the community.
 - e. Utilize summer employment.
 - f. Attend university graduate classes designed to expand world of work experiences.
 - g. Coordinate business, industry, and education day at the school.
13. Utilize career oriented library resources.
 - a. Locate materials in career education centers in the school.

- b. Assist teachers in developing units of instruction utilizing these materials to provide career exploration experiences centered around the career cluster concept.
 - c. Use as supplemental materials to existing instructional materials.
14. Involve teachers in revising instructional programs.
- a. Meet with department chairpeople to discuss the stated career education goals and objectives.
 - b. Determine the needs of the students as pertaining to the stated career education goals and objectives.
 - c. Serve as a resource person about what career education materials are available for instruction.
 - d. Serve as coordinator in revising instructional units among grade levels or various departments.
15. Promote student creativity.
- a. Provide an open and honest atmosphere for student learning.
 - b. Promote learning activities which will encourage students to be venturesome and open to self awareness activities and to explore various careers.
 - c. Design activities which will allow students to spend time out in the community exploring various careers.
 - d. Encourage administrators to implement more flexible schedules for teachers and students.
16. Identify potential drop-outs.
- a. Observe student performance.
 - b. Talk to teachers.
 - c. Evaluate comments in students files.
 - d. Counsel individual students about motivation and attitude.
 - e. Evaluate results from standardized tests.
17. Utilize career oriented materials.
- a. Introduce teachers to careers within various career clusters.
 - b. Utilize demonstrations and simulation techniques.
 - c. Prepare bulletin boards and displays.
 - d. Use resource materials.
 - e. Prepare displays at business, industry, and education days at the school.

18. Provide active career education leadership.
 - a. Identify educational personnel interested in career education.
 - b. Assist in defining career education for the local school system.
 - c. Assist in developing units of career oriented instruction emphasizing "hands-on" learning activities.
 - d. Coordinate student visits to community places of interest.
 - e. Serve as coordinator of school-community career oriented activities.
 - f. Serve as speaker at community activities.
19. Utilize individual motivational systems.
 - a. Coordinate individual student visits to places of interest in the community.
 - b. Assist in developing individualized instructional units designed for student exploration of various careers.
 - c. Assist teachers in developing individualized learning contracts.
 - d. Counsel students about the needed components to meet their career goals.
20. Establish student feedback systems.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Counsel students in a non-threatening manner.
 - c. Evaluate how students respond, be it oral or written, as it pertains to self awareness and career exploration activities.
 - d. Encourage teachers to use daily evaluative techniques.
 - e. Counsel students after they return from observing businesses of individual interest in the community.
21. Identify employment opportunities.
 - a. Contact employers in the community.
 - b. Contact U.S. Department of Labor personnel.
 - c. Contact state employment agency personnel.
 - d. Contact trade organization personnel.
 - e. Read newspaper classified ads.
22. Assess student performance handicaps.
 - a. Talk with teachers.

- b. Utilize parent conferences.
 - c. Observe student performances.
 - d. Utilize small group or one-to-one counseling.
 - e. Evaluate results from standardized tests.
 - f. Evaluate comments from supervisors while student is out observing businesses of individual interest in the community.
23. Determine career development options.
- a. Counsel students to encourage them to examine their own personal values.
 - b. Counsel students to encourage them to explore careers in the various career clusters.
 - c. Encourage students to correlate their values with the requirements of various careers.
24. Use pre- and post-assessment techniques.
- a. Utilize in evaluation of instruction.
 - b. Utilize in evaluation of self awareness learning activities.
 - c. Utilize in evaluation of career exploration learning activities; i.e., observing businesses of individual interest in the community.
25. Design life oriented programs.
- a. Encourage all educational personnel to promote all areas of total life for the students.
 - b. Provide education in decision making and problem solving skills within the self awareness and career exploration learning activities.
 - c. Design educational programs to include each segment of society of the community.
26. Develop career education information service.
- a. Involve students in gathering information from various trade organizations, state, labor organizations, and professional organizations.
 - b. Place information in a central location equipped with a moveable cart for taking information to various places within the school.
 - c. Organize materials by career cluster.
 - d. Provide updated materials.
27. Practice a career education philosophy.
- a. Be aware of the implications of career education components pertaining to the entire education of the individual student.

- c. Talk with civic organization personnel.
 - d. Talk with businessmen while doing personal business.
 - e. Utilize telephone yellow pages.
 - f. Utilize newspaper classified ads.
33. Develop short range career education plans.
- a. Determine career education needs of the students.
 - b. Determine local manpower needs of the community.
 - c. Assist teachers in developing performance objectives to meet these two needs.
34. Identify employment procedures.
- a. Involve students in identifying employment procedures.
 - b. Contact employers.
 - c. Contact personnel managers.
 - d. Contact personnel at local employment agencies.
35. Identify occupational clusters.
- a. Contact United States Office of Education personnel.
 - b. Utilize Dictionary of Occupational Titles.
 - c. Contact intermediate school district personnel.
 - d. Identify occupational codes within each cluster.
36. Define career education concept.
- a. Evaluate the career education needs of the students.
 - b. Evaluate the entire community manpower needs.
 - c. Work with educational personnel to determine what educational components are needed to match the student's needs with the needs of the community.
37. Illustrate academic and vocational skill relationships.
- a. Assist teachers in designing and implementing units of instruction that require students to use both academic and vocational skills.
 - b. Illustrate the relationship between academic and vocational skills in small group counseling.
 - c. Encourage resource people to discuss the relationship between academic and vocational skills.
38. Evaluate career oriented curriculum.
- a. Utilize student feedback.
 - b. Correlate student performance with the goals and objectives of the curriculum.

- c. Evaluate the daily comments as written on daily lesson plans by the teacher.
 - d. Encourage administrators to allow release time to revise and implement suggested changes in the curriculum.
39. Identify career oriented consultant services.
- a. Contact intermediate school district personnel.
 - b. Contact state education personnel.
 - c. Contact university personnel.
 - d. Contact personnel from other local school districts.
40. Utilize parent organizations.
- a. Utilize members to serve as teacher aids.
 - b. Utilize members to serve as career oriented resource people.
 - c. Utilize members to assist with field trips.
 - d. Utilize members to assist in identifying places in the community for student observation.
 - e. Utilize members to assist in publicizing local career education activities.
41. Participate in professional education organizations.
- a. Read journals published by the professional organizations.
 - b. Write career education articles for journal publications.
 - c. Attend workshops and conferences sponsored by the professional education organizations.
 - d. Serve as a participant at workshops and conferences sponsored by the professional education organization.
42. Disseminate local career education activities.
- a. Write articles in professional journals.
 - b. Participate in activities sponsored by professional organizations.
 - c. Write articles in newspapers.
 - d. Cooperate with the local career education planning district.
 - e. Utilize parent conferences.
43. Identify area skill center function.
- a. Participate in inservice training sessions.
 - b. Attend university graduate classes.

- c. Talk with guidance counselor(s) from the area skill center.
 - d. Counsel students to illustrate how this function can provide career exploration and career preparation experiences.
44. Identify avocational and vocational relationships.
- a. Talk to resource people.
 - b. Talk to parents concerning their occupation.
 - c. Request resource people to illustrate this relationship when speaking to a class.
45. Describe work ethic concept.
- a. Talk with employers in the community concerning their perception of the work ethic.
 - b. Talk with personnel managers in the community concerning their perception of the work ethic.
 - c. Talk with other educational personnel concerning their perception of the work ethic.
 - d. Counsel students concerning the implications of the work ethic.
 - e. Encourage teachers to stress the work ethic concept in the daily lesson plans.
 - f. Encourage supervisors of students while observing businesses of interest in the community, to stress the implications of the work ethic.
46. Utilize instructional feedback information.
- a. Utilize this information, be it brochures or a computerized printout, in small group interest group counseling.
 - b. Allow students to browse through this material at their leisure in a career education center.
 - c. Integrate this information with instructional units designed for career awareness and career exploration purposes.
 - d. Encourage students to use this information in selection of career options that correlate with their interest and ability.
47. Design optimum career learning environments.
- a. Provide an open atmosphere for student learning.
 - b. Counsel in a non-threatening manner.
 - c. Determine the students needs and interests.
 - d. Assist teachers in designing learning activities to meet these needs and interests.

SECONDARY COUNSELOR MODEL

Below are listed the 40 competency statements and performance criteria.

1. Develop interpersonal skills.
 - a. Use commercial resource materials to promote interpersonal skills.
 - b. Set a good example.
 - c. Provide an open and honest atmosphere for student learning.
 - d. Utilize one-to-one or small group counseling discussing the implications of good interpersonal skills in life for the student.
 - e. Provide student learning activities requiring the use of good interpersonal skills.
2. Promote student acceptance of responsibility.
 - a. Provide open and honest atmosphere for student learning.
 - b. Design activities that place the student in the position to accept and carry out responsibility.
 - c. Encourage teachers to use problem solving instruction models.
 - d. Promote student involvement in student educational organizations.
 - e. Counsel students about the merit of accepting responsibility.
3. Use community people as career education resource personnel.
 - a. Ask parents and other members of the community to speak to the classes concerning various careers in an attempt to provide additional career awareness and exploration.
 - b. Help place students in the community businesses be it for a very short observation time or placement in cooperative education career experience.
 - c. Solicit their assistance for student field trips.
 - d. Solicit their assistance as teacher aids.
 - e. Secure their assistance in sponsoring "career days" or "business education days" for the students.
4. Practice a career education philosophy.
 - a. Be aware of the implications of career education pertaining to the entire education of the individual student.

- b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
 - c. Design activity oriented learning experiences in an attempt to provide awareness, exploration, and preparation for career experiences.
5. Provide student awareness experiences.
- a. Provide field trips.
 - b. Involve community people in simulated classroom activities.
 - c. Counsel students using printed materials pertaining to careers.
 - d. Provide a career education center for student browsing.
 - e. Encourage teachers to assign sections of the community for the students to interview and/or spend a short period of time with individual businessmen.
6. Identify employment opportunities.
- a. Contact employers in the community.
 - b. Contact United States Department of Labor personnel.
 - c. Contact state employment agency personnel.
 - d. Contact trade organization personnel.
 - e. Utilize newspaper classified ads.
7. Involve teachers in revising institutional programs.
- a. Identify interested teachers.
 - b. Serve on instruction revision committees.
 - c. Provide consultative services.
 - d. Help prepare various grade level career education goals and objectives.
8. Provide active career education leadership.
- a. Help develop career education goals and objectives for the local school system.
 - b. Help plan career education instruction with teachers.
 - c. Help develop a career education center in the school system.
 - d. Work with media specialists in evaluating career education materials.
 - e. Work with teachers and community leaders in designing learning activities for students.

9. Establish student feedback systems.
 - a. Provide an open and honest learning environment.
 - b. Counsel students in a non-threatening manner.
 - c. Evaluate what students say, be it oral or written, as it pertains to their goals and objectives.
 - d. Follow-up on graduates.
 - e. Encourage teachers to use daily evaluative techniques.
10. Promote student self evaluation.
 - a. Counsel students about their career goals and objectives.
 - b. Counsel students illustrating various career options available to them.
 - c. Counsel students to help them evaluate where they have been, where they are, and where they are going.
11. Define career education concept.
 - a. Evaluate the career education needs of the students.
 - b. Evaluate the entire community manpower needs.
 - c. Work with educational personnel to determine what educational components are needed to correlate the students needs with the needs of the community.
12. Identify community career oriented resource personnel.
 - a. Involve students to help identify these people through visiting and interviewing sections of the community.
 - b. Talk with trade organization personnel.
 - c. Talk with civic organization personnel.
 - d. Talk with businessmen while doing personal business.
 - e. Utilize telephone yellow pages.
 - f. Utilize newspaper classified ads.
13. Identify cooperative education function.
 - a. Participate in inservice training sessions.
 - b. Attend university graduate classes.
 - c. Counsel students, especially at the lower secondary level, about how cooperative education can provide career preparation experiences.
 - d. Work with cooperative education teacher in planning related instruction to meet the needs of students.
14. Identify area skill center function.
 - a. Participate in inservice training sessions.

- b. Attend university graduate classes.
 - c. Talk with guidance counselor(s) from the area skill center.
 - d. Counsel students to illustrate how this function can provide career preparation experiences.
15. Publicize career education in the community.
- a. Publish articles in the local newspapers.
 - b. Publish articles in school newspapers.
 - c. Sponsor parent-student conferences.
 - d. Promote school-community activities.
 - e. Sponsor open house at the school.
 - f. Speak to civic organizations.
16. Utilize career oriented materials.
- a. Assist teachers in developing units of instruction centered around the cluster concept utilizing career oriented materials.
 - b. Develop career education resource centers.
 - c. Organize hall displays and bulletin boards.
 - d. Sponsor student seminars.
 - e. Utilize small group counseling.
17. Utilize decision making components.
- a. Counsel students about their personal values.
 - b. Counsel students pertaining to various career options available to them.
 - c. Encourage students to make decisions about the career options that correlate with their personal values.
 - d. Assist students in evaluating career alternatives periodically.
18. Utilize career education inservice training.
- a. Help develop career education goals and objectives for the local school system.
 - b. Assist teachers in planning units of instruction centered around the career cluster concept.
 - c. Counsel students concerning their short and long range career education goals.
19. Disseminate local career education activities.
- a. Write articles in professional journals.
 - b. Participate in activities sponsored by professional organizations.
 - c. Write articles in newspapers.
 - d. Cooperate with the local career education planning district.

20. Participate in professional education organizations.
 - a. Attend inservice meetings sponsored by professional organizations.
 - b. Read literature from the organizations.
 - c. Serve as speaker at functions sponsored by the organizations.
21. Develop long range career education plans.
 - a. Encourage all educational personnel to believe in the merits of career education.
 - b. Determine the career needs of the students.
 - c. Determine the projected manpower needs of the local community, state, and nation.
 - d. Work with all educational personnel to determine the goals and objectives pertinent to the local school district for periods of five years and ten years.
22. Utilize instructional feedback information.
 - a. Utilize this information, be it brochures or a computerized printout, in small interest group counseling.
 - b. Allow students to browse through this material at their leisure in a career education center.
 - c. Integrate this information with instructional units designed for career preparation.
 - d. Encourage students to use this information in selection of career options that correlate with their interest and ability.
23. Determine career development options.
 - a. Counsel students to encourage them to examine their own personal values.
 - b. Counsel students to encourage them to explore careers in the various career clusters.
 - c. Encourage students to correlate their values with the requirements of various careers.
24. Evaluate student's career development plan.
 - a. Evaluate, with the student, the correlation between their values and the career requirements of their choice.
 - b. Counsel students to determine: where they have been, where they are presently, where they appear to be going.

- c. Make recommendations about the further development of this plan.
25. Expand world of work experience.
- a. Visit classes.
 - b. Visit industries and business.
 - c. Listen to resource people.
 - d. Participate in civic organizations.
 - e. Go on student field trips.
 - f. Work with cooperative education teachers.
26. Utilize individual motivational systems.
- a. Assist teachers in developing learning contracts.
 - b. Counsel with teachers concerning information for performance objectives.
 - c. Provide an open and honest atmosphere for students while counseling.
 - d. Counsel students about the needed components to meet their career goals.
27. Implement self learning centers.
- a. Solicit assistance from industry asking them to discuss various areas of need in the classroom and/or the lab and their function in preparing the student for job entry skills or further education.
 - b. Work with administrators and teachers in planning these centers.
 - c. Work with teachers in planning activity oriented learning experiences which utilize these self learning centers.
28. Evaluate career oriented curriculum.
- a. Utilize student feedback.
 - b. Ask employers of cooperative education students to report on the needs of the students.
 - c. Encourage teachers to write on daily lessons suggestions for improvement as they pertain to the entire curriculum.
 - d. Encourage administrators to allow release time to revise and implement suggested changes in the curriculum.
29. Identify occupational clusters.
- a. Contact United States Office of Education personnel.

- b. Utilize the Dictionary of Occupational Titles.
 - c. Contact the intermediate school district personnel.
 - d. Identify occupational codes within each cluster.
30. Develop short range career education plans.
- a. Utilize an advisory council consisting of lay community members.
 - b. Determine career education needs of the students.
 - c. Determine local manpower needs.
 - d. Assist teachers in developing performance objectives to meet these two needs.
31. Promote student creativity.
- a. Create atmosphere conducive to allowing the students to be open and innovative.
 - b. Provide ideas and suggestions for the solution of a problem.
 - c. Encourage teachers to design learning activities which are conducive to student exploration.
32. List decision making components.
- a. Where have I been?
 - b. Where am I presently?
 - c. Where am I going?
 - d. How am I going to get there?
33. Develop a career education rationale.
- a. Utilize advisory council consisting of lay community members.
 - b. Determine employment needs.
 - c. Determine student drop-out rate of the school system.
 - d. Determine welfare costs to local community.
 - e. Indicate that it will build work force in community.
 - f. Indicate that low skill entry jobs are not in demand.
 - g. Indicate that it requires teaching in reality.
34. Identify career oriented consultive services.
- a. Contact intermediate school district personnel.
 - b. Contact state education personnel.
 - c. Contact university personnel.
 - d. Contact personnel from other local school districts.

35. Assess student performance strengths.
 - a. Observe student in all educational settings.
 - b. Evaluate remarks in student folders.
 - c. Evaluate student verbal comments.
 - d. Evaluate student written comments.
 - e. Evaluate standardized test results.
36. Utilize problem solving skills.
 - a. Encourage students to use skills in exploring career options.
 - b. Encourage students to use skills in all life settings.
 - c. Encourage teachers to design learning activities which require students to utilize skills.
 - d. Encourage students to utilize skills during counseling.
37. Monitor economic trends.
 - a. Utilize this information for more effective counseling of students pertaining to careers both locally and throughout the nation.
 - b. Utilize this information for more effective consultative services to teachers.
38. Monitor educational trends.
 - a. Utilize the information to more effectively meet the needs and interests of students.
 - b. Talk to university personnel.
 - c. Talk to community college personnel.
 - d. Talk to intermediate school district personnel.
39. Formulate student's career development plan.
 - a. Help student expand awareness and exploration of careers.
 - b. Promote hands-on learning activities in actual career situations.
 - c. Help student to more effectively understand "self."
 - d. Discuss results of standardized tests; i.e., self concept adjustment and values tests: vocational maturity tests, interest inventory tests, aptitude tests.
 - e. Discuss with the student an "occupational ladder" which gets him to his occupational goals and objectives.

40. Design optimum career learning environments.
- a. Provide an open and honest atmosphere for student learning.
 - b. Counsel in a non-threatening manner.
 - c. Determine the students needs and interests.
 - d. Assist teachers in designing learning activities to meet these needs and interests.

ELEMENTARY ADMINISTRATOR MODEL

Below are listed the 42 competency statements and performance criteria.

1. Involve teachers in revising instructional programs.
 - a. Identify interested teachers.
 - b. Provide release time for revising instructional programs.
 - c. Provide consultative services.
 - d. Be supportive of innovative ideas and suggestions.
 - e. Encourage teachers to prepare career education goals and objectives for various grade levels.
2. Evaluate career oriented curriculum.
 - a. Utilize student feedback.
 - b. Encourage teachers to correlate student performances with the goals and objectives of the curriculum.
 - c. Encourage the evaluation of the daily lesson plans on a daily basis.
 - d. Encourage the teachers to implement these daily comments when revising the career oriented curriculum.
3. Sell career education to community.
 - a. Identify interested educational personnel.
 - b. Utilize career education consultants.
 - c. Utilize parent-student conferences.
 - d. Utilize speaking engagements.
4. Promote student self evaluation.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Encourage teachers to develop instructional units pertaining to self image.
 - c. Encourage counselors to counsel students in developing student self image.
 - d. Encourage students to question their own actions.
5. Publicize career education in the community.
 - a. Publish articles in the local newspapers.
 - b. Publish articles in the local school newspapers.
 - c. Sponsor parent-student conferences.
 - d. Promote school-community activities.
 - e. Attend open house at the school.
 - f. Speak at civic organizations.

6. Establish student feedback systems.
 - a. Provide an open and honest learning environment.
 - b. Encourage educational personnel to counsel students in a non-threatening manner.
 - c. Evaluate what students say, be it oral or written, as it pertains to their goals and objectives.
 - d. Follow-up on graduates.
 - e. Encourage teachers to use daily evaluative techniques.
7. Use pre- and post-assessment techniques.
 - a. Encourage teachers to utilize in evaluation of instruction.
 - b. Encourage teachers and counselors to utilize in evaluation of self awareness learning activities.
 - c. Encourage teachers to utilize in evaluation of career awareness learning activities.
8. Utilize career education accountability model.
 - a. Use the model as a basis for developing a career education rationale for the local school system.
 - b. Use the model as a basis for planning career education goals and objectives for the local school system.
 - c. Use the model for direction in planning instruction for the various grade levels.
 - d. Use the model for direction in planning learning activities for the various grade levels.
9. Utilize career education inservice training.
 - a. Help develop career education goals and objectives for the local school system.
 - b. Encourage teachers to develop instructional units pertaining to self and career awareness.
 - c. Encourage counselors to assist, in small group counseling, in developing self awareness and career awareness learning activities.
 - d. Assist in planning and implementing school-wide activities pertaining to career awareness.
10. Practice a career education philosophy.
 - a. Be aware of the implications of career education components pertaining to the entire education of the individual student.

- b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
 - c. Encourage teachers to provide activity oriented learning experiences in an attempt to provide self awareness and career awareness experiences for the students.
11. Design optimum career learning environments.
- a. Provide an open and honest atmosphere for student learning.
 - b. Counsel students in a non-threatening manner.
 - c. Assist in determining the students' needs and interests.
 - d. Encourage teachers to design learning activities to meet those needs and interests.
12. Develop a career education rationale.
- a. Indicate that career education makes students more aware of themselves and their potential.
 - b. Indicate that career education makes students aware of various careers available to them.
 - c. Indicate that career education teaches problem solving skills.
 - d. Indicate that career education teaches decision making skills.
 - e. Indicate that career education teaches human relation skills.
13. Define career education concept.
- a. Include the career awareness needs of the students and how they relate to the careers in the community.
 - b. Include the awareness components for a total life style and how their relationship correlates to the needs of the students.
 - c. Include awareness experiences which pertain to the various clusters of occupations.
14. Evaluate career education programs.
- a. Utilize an advisory council consisting of lay community members.
 - b. Utilize pre- and post-assessment techniques pertaining to student performance and student attitude change.
 - c. Determine the student drop out rate in the school system over a period of a given time.

- d. Determine the student placement rate over a period of time.
 - e. Analyze components of the work force in the community.
15. Plan career oriented instructional facilities.
- a. Provide an open and honest atmosphere for student learning.
 - b. Encourage involvement from parents and businessmen concerning advice and implementation assistance.
 - c. Encourage teachers to plan and implement self learning centers for student learning.
 - d. Provide references relevant to the students needs and interests.
16. Provide active career education leadership.
- a. Identify educational personnel interested in career education.
 - b. Assist in defining career education for the local school system.
 - c. Support teachers in planning career oriented instructional facilities.
 - d. Encourage teachers to develop units of career oriented instruction emphasizing "hands-on" learning activities.
 - e. Serve as speaker at community activities.
17. Utilize parent organizations.
- a. Utilize members to serve as career oriented resource people.
 - b. Utilize members as teacher aids.
 - c. Utilize members to assist with field trips.
 - d. Utilize members or groups of members in publicizing local career education activities.
18. Recruit career oriented staff.
- a. Contact appropriate placement agencies.
 - b. Determine candidates attitude toward career education.
 - c. Determine candidates world of work experience in careers other than education.
 - d. Determine candidates open classroom management ability.
 - e. Determine if candidates can work with present education staff.

19. Use community people as career education resource personnel.
 - a. Contact intermediate school district personnel.
 - b. Ask parents to explain their occupations.
 - c. Ask businessmen to explain their occupations.
 - d. Ask resource people to stress the importance of good human relations.
 - e. Encourage resource people to use simulation techniques for more effective student awareness of the various careers in the community.
20. Utilize instructional feedback information.
 - a. Encourage educational personnel to utilize this information, be it brochure or a computerized printout, in small interest group teaching or counseling.
 - b. Encourage students to browse through this material at their leisure in a career education center.
 - c. Encourage teachers to integrate this information with instructional units designed for self awareness and career awareness.
21. Involve parent organizations in instructional evaluation.
 - a. Utilize members to brainstorm methods of evaluating instruction.
 - b. Utilize members to assist as teacher aids and solicit their opinion of the instruction periodically.
 - c. Utilize members to assist in observing students attitudes toward the instruction.
22. Promote student's acceptance of responsibility.
 - a. Provide an open and honest atmosphere for student learning.
 - b. Encourage teachers to design learning experiences with several choices of activities available to the student.
 - c. Encourage educational personnel to allow the students to decide what they can accomplish.
 - d. Encourage the use of positive reinforcement techniques.
23. Utilize career oriented materials.
 - a. Introduce careers within various career clusters to all educational personnel.

- b. Encourage teachers to allow students to develop their own career oriented materials packet.
 - c. Encourage students to browse through materials in the classroom, library, or career center.
 - d. Encourage teachers to integrate career materials into existing materials.
 - e. Encourage students and teachers to make displays utilizing these materials.
24. Develop interpersonal skills.
- a. Use commercial resource materials to promote interpersonal skills.
 - b. Encourage all educational personnel to set a good example.
 - c. Provide an open and honest atmosphere for student learning.
 - d. Encourage teachers to design student learning activities which require the use of good interpersonal skills.
25. Utilize decision making components.
- a. Encourage all educational personnel to assist students in discussing their personal values and beliefs.
 - b. Encourage all educational personnel to assist students in becoming aware of careers in various career clusters.
 - c. Encourage students to assess where they have been and where they want to go as it pertains to the various careers.
26. Establish career education performance standards.
- a. Examine the stated career education goals and objectives for the school system as well as for each grade level.
 - b. Assist teachers in developing instruction to meet the stated goals and objectives.
 - c. Assist teachers in developing instructional performance objectives for student learning within each grade level.
27. Write teacher selection criteria.
- a. Base selection criteria on the stated career education goals and objectives for the school system.
 - b. Include attitude toward career education.
 - c. Include amount of world of work experience.